

Year 6: Europe- How are we the same? Term 6

Subject Specific Vocabulary

European Union	The EU tries to make it easier for Europeans to buy and sell things/trade with each other.
Mediterranean	It is a body of water that separates the continents of Europe, Africa and Asia.
Euros	Euro is the currency used by many of the European Union countries.
Brexit	Brexit stands for Britain exiting the European Union. In a vote in 2016, adults in Britain narrowly voted for leaving the EU
Berlin Wall	The wall that used to separate East Berlin and West Berlin. It was built in order to prevent people from fleeing East Berlin.
Eiffel Tower	The Eiffel Tower is situated in Paris and was constructed as part of the world fair in Paris in 1889.
Greek Isles	Greece has a number of islands around its main land which are famous for being holiday destinations.
fjords	Long, narrow, deep inlets of the sea between high cliffs, as in Norway, typically formed by submergence of a glaciated valley.

Key Skills

Identify facts about Europe.
Compare facts about Europe to the world
Recall rivers, mountains and climates of Europe.
Compare a capital city in Europe to London.
Identify main landmarks in Europe

Lines of Enquiry

What is meant by 'Europe'?
What is the climate like in Europe? How are climates round the world different?
What
What



Year 6: PE - Athletics

Subject Specific Vocabulary

Pacing	Sprint start
Leaping	Bounding
Jumping	Push
Rotation	Transfer weight
Explosive power	Scissor jump
Measuring	Scoring
Olympics	

Local Clubs

Medway and Maidstone AC

Medway Tri Club

Dartford Harriers Athletic Club

Famous People/Teams

Michael Phelps

Usain Bolt

Mo Farah

Fatima Whitbread

Key Skills - Objectives

Introduction to running at speed and sprint starts

Running whilst changing direction at speed

Improving ability to jump over long distances

To learn the correct technique for throwing a shotput

Improving ability to jump high



Rules of the game

Track events – these races are started with an electronic pistol which is only sounded again on a false start. In races that are very close, officials use a digital line-scan camera across the finish line to give them a photo finish picture. The clock stops when an athlete has passed through the finish line.

Jumping events – these events are measured from the front edge of the take-off board to the first mark made in the sand by the athlete. The distance is always measured to the nearest centimetre and athletes will always be given a minimum of three jumps.

Throwing events – these events are measured from the front edge of the throwing line to the first mark made in the ground by the implement. The distance is always measured to the nearest centimetre and athletes will always be given a minimum of three attempts.

Year 6: PE - Rounders

Subject Specific Vocabulary – Key words

strike	fielding
co-operatively	consistently
pressure	batting
retrieve	overtake
outwit	backing up
continuous	consecutive
obstruction	communicate



Rules of the game

- Throws and catches the ball with accuracy
- Runs around the bases to score a 'rounder'
- Hits the ball using the bat with accuracy
- Demonstrates use of tactics

Team Work / Fair Play

- Work as a team and understand the rules of the game.
- Communicates within a team
- Does not block or interfere with a runner or a thrower
- Listens to the umpire and accepts decisions made




Key Skills - Objectives


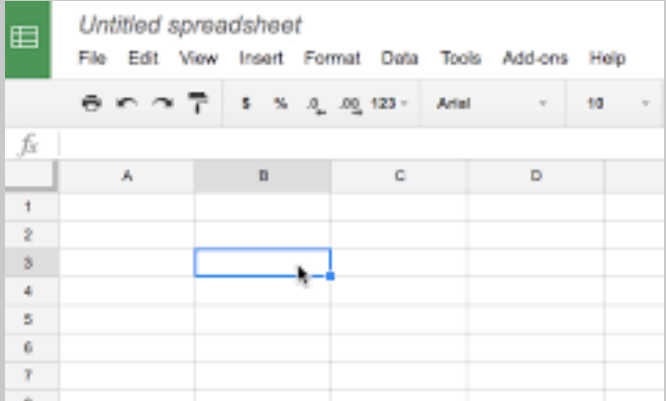
- To learn how to perform a two handed and one-handed catch
- To consistently throw and catch with a partner at different distances
- To learn how to strike a bowled ball
- To learn running skills used in rounders
- To learn to overarm throw long distance to develop fielding techniques
- To learn basic rules and positions and play modified games

Year 6 Term 6 : RE – Islam:

Does belief in Akhirah (life after death) help Muslims lead better lives?

Subject Specific Vocabulary		Key Skills/Objectives	Lines of Enquiry
Allah	The one and only God in Islam	Comparing the different ways Muslims put their beliefs into practice.	How far would you go to stand up for something you believe in?
Mosque	A Muslim place of worship.	Understanding and discussing the term 'motivation'	What does leading a 'good' life look like or involve?
Jihad	Struggle or effort	Identifying what a 'good life' looks like	
Akhirah	Life after death	Explaining how Muslims follow the teachings of Allah.	How does believing in Akhirah influence Muslims?
Muhammed	The founder of Islam.		What are the 9 most important ways a Muslim may try to follow the teachings of Allah?
Ramadan	A holy month of worship, study of the Quran, prayer and fasting.		

Year 6 ICT: Introduction to Spreadsheets

Subject Specific Vocabulary		Software and Tools	Sticky Knowledge
cell	A cell is a rectangular area formed by the intersection of a column and a row.	<ul style="list-style-type: none"> • PowerPoint • Microsoft Excel 	<ul style="list-style-type: none"> • I can collect data • I can suggest how to structure my data • I can enter data into a spreadsheet • I can explain what an item of data is • I can choose an appropriate format for a cell • I can apply an appropriate format to a cell • I can calculate data using different operations • I can create a formula which includes a range of cells • I can apply a formula to multiple cells by duplicating it
data	Data is facts and statistics collected together for reference or analysis.		
Excel	Microsoft Excel is a spreadsheet developed by Microsoft for Windows	E-Safety	
formula	A mathematical relationship or rule expressed in symbols.	Ensure safe Spreadsheet design. Keeping information protected. Saved onto the school system. 	
operation	A mathematical process. The most common are add, subtract, multiply and divide.		
spreadsheet	A spreadsheet is a computer program that can capture, display and manipulate data arranged in rows and columns.		
Unit Overview: This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them.			
			

Year 6 : Art – Drawing skills (continued)

Subject Specific Vocabulary

sculpture	bronze
abstract	technique
figure	influential
capture	artist
modernism	pioneer

Henry Moore

'To be an artist is to believe in life'



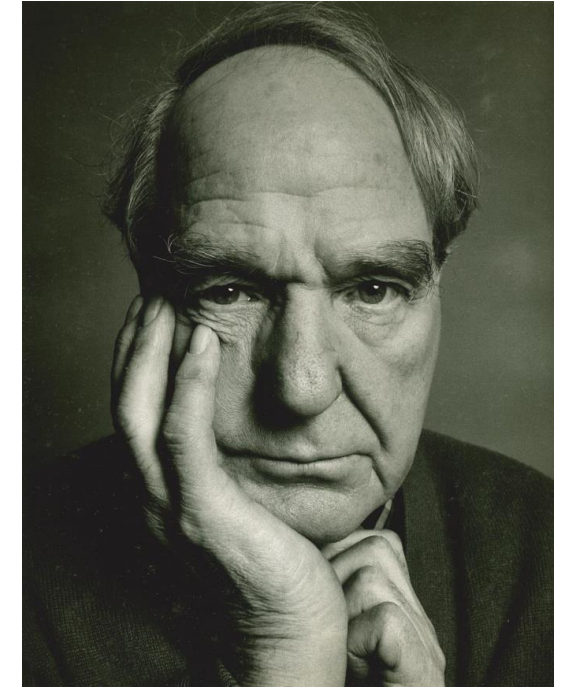
Lines of enquiry?

Who was Henry Moore and what style of art is he famous for?

What inspired him to draw about the Blitz?

I can review, revisit and evaluate my own designs and work.

I can study a famous artists style and understand how to use that style to create my own design.



Key skills

Learn about great artists, architects and designers.

Use sketch books to collect, record, review, revisit and evaluate.

Understand how designers of the past influence life today.

Year 6: FRENCH – Me in the World

Subject Specific Vocabulary

French	English
Je m'appelle...	I am called...
J'habite...	I live...
Je parle...	I speak...
le français	French
l'anglais	English
Ma fête préférée est le Mardi Gras.	My favourite festival is Shrove Tuesday.
Ma fête préférée est Noël.	My favourite festival is Christmas.
Ma fête préférée est Pâques.	My favourite festival is Easter.
Ma fête préférée est le jour de l'an.	My favourite festival is New Year's day.
Ma fête préférée est le 14 juillet.	My favourite festival is the 14th of July (Bastille Day).
Ma fête préférée est la Fête du Canada.	My favourite festival is Canada Day.
Ma fête préférée est l'Aïd.	My favourite festival is Eid.

Key skills

- To work on longer, more accurate, authentic and interesting writing based on better understanding about other countries and celebrations in the wider French-speaking world.
- Consolidating shared core values that we share with other countries, nationalities and religions.
- Using this content to widen vocabulary and linguistic knowledge in French.
- Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.
- Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince.
- Say and write something we do to help the planet.

Grammar

- Verbs & near future tense.
- Revisiting the 1st person conjugation of the verb aller (to go) je vais with the infinitive utiliser (to use) for the near future

Year 6: PSHE – Me and My Relationships

Subject Specific Vocabulary

Relationship	Friendship
Respect	Cooperate
Teamwork	Peer influence
Standing up for yourself	Communication
Peer pressure	Risk taking
Bullying	Conflict resolution

Key Questions

Assertiveness

What do bystanders do when someone is being bullied? What is the difference between an active and a passive bystander? Can passive bystanders affect a bullying situation? How? Can active bystanders affect a bullying situation? How?

Cooperation

What is compromise? What is negotiation? How can negotiation and compromise skills help someone?

Sticky Knowledge

- I can demonstrate a collaborative approach to a task.
- I can describe and implement the skills needed to do this.
- Recognise some of the challenges that arise from friendships.
- Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.

Key Skills

- R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.
- L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.
- R16. How friendships can change over time, about making new friends and the benefits of having different types of friends.
- R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.
- R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.

